

From the state house to the classroom

Competency-Centered System Design
Catalyzes Equitable, Rigorous and Engaged
Learning

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Aurora Institute



Panelists



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English Teacher



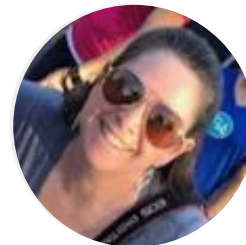
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District STEAM Coordinator/Coach
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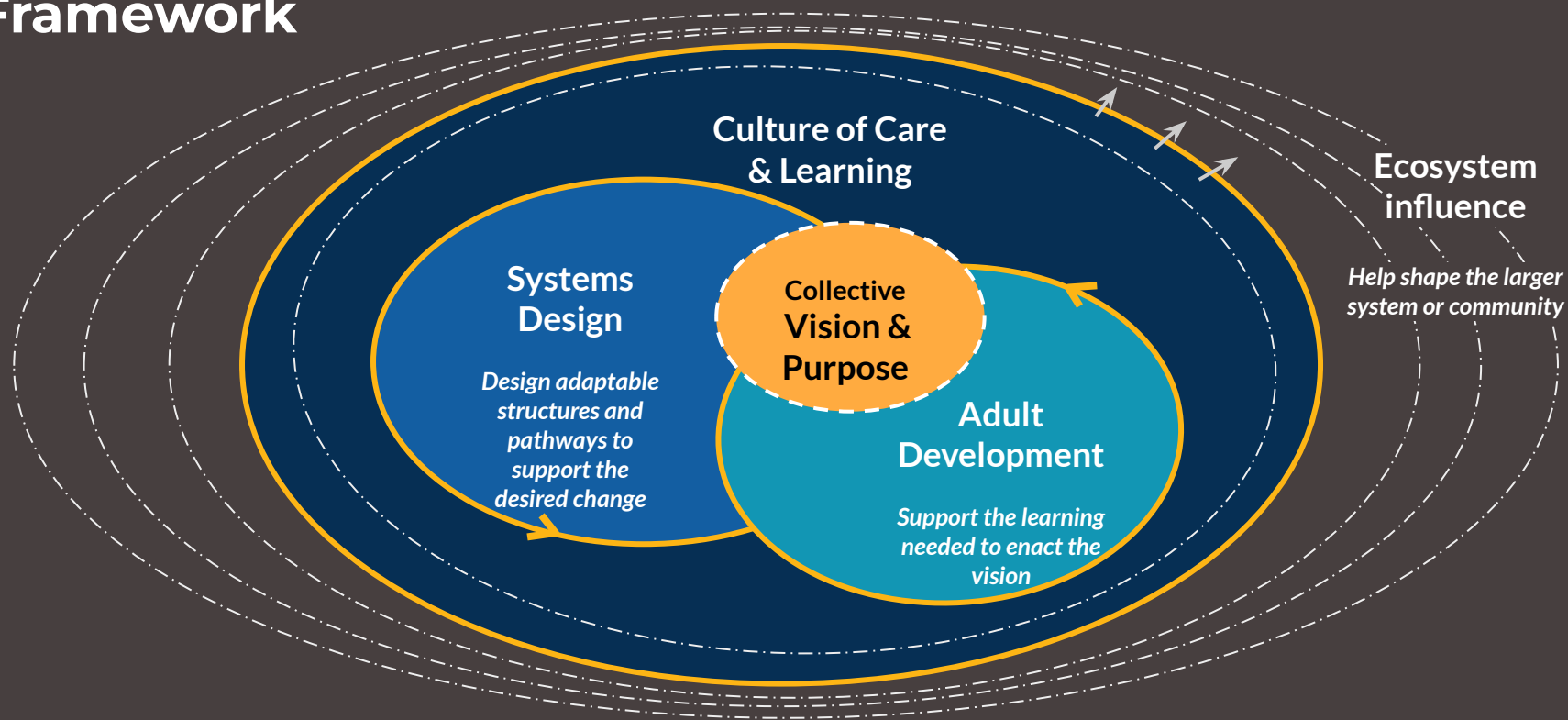


Jennifer Gibbons
River Bluff High School
Math Teacher

PART 1

What's our change leadership theory?

Change Leadership Framework



Change leadership framework dimensions

Collective Vision & Purpose

Co-create a shared vision and purpose.

Culture of Care & Learning

Foster a sense of safety, belonging, and efficacy through intentional culture-building that centers care and learning.

Adult Development

Enact competency-based learning for adults through explicit and stable criteria, inquiry-based learning pathways, and opportunities for ongoing modeling, practice, and coaching, to facilitate shifts in paradigm and practice.

Systems Design

Through ongoing learning and improvement cycles, adapt key structures (e.g., policies, schedules, processes, resource allocations, learning environments) and develop pathways to support the desired change.

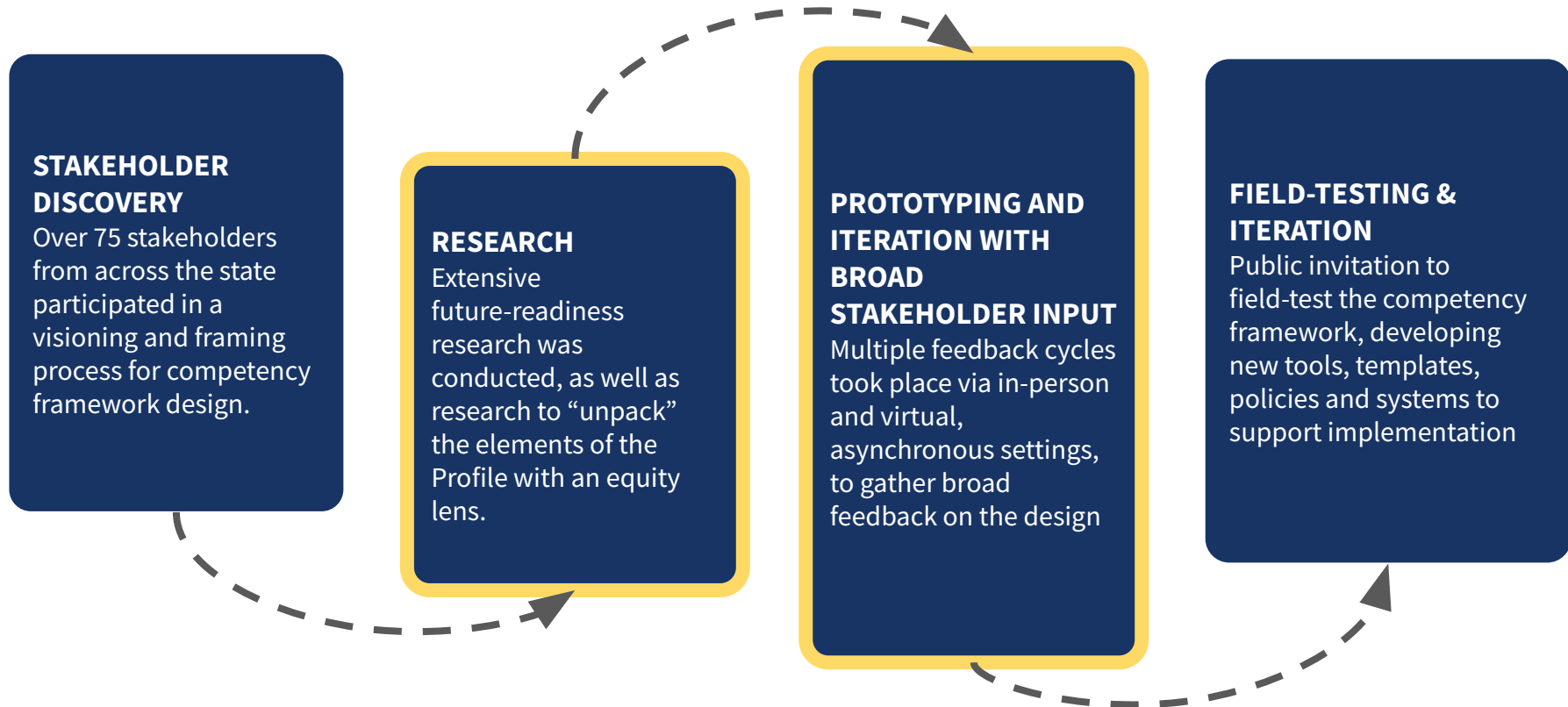
Ecosystem Influence

Advocate for the desired change with the broader community and within the larger ecosystem.

PART 2

Which “system design” features have helped align the change effort?

AN INCLUSIVE PROCESS: Building collective vision through competency framework design



Profile of a South Carolina Graduate

COMPETENCY FRAMEWORK



READ CRITICALLY

I can make meaning from diverse media to better understand the world around me.



EXPRESS IDEAS

I can communicate through diverse formats for a range of purposes and audiences.



INVESTIGATE THROUGH INQUIRY

I can explore questions and build knowledge through inquiry.



REASON QUANTITATIVELY

I can work with numerical data, solve problems, and construct mathematical solutions.



USE SOURCES

I can assess the credibility of sources and synthesize my new learning to build knowledge.



DESIGN SOLUTIONS

I can engage in a systematic design process to develop data-informed solutions to authentic design challenges.



LEARN INDEPENDENTLY

I can develop a plan, monitor my progress, and persevere through challenges to achieve my goal.



NAVIGATE CONFLICT

I can develop skills, strategies, and emotional awareness while navigating conflicts with others.



LEAD TEAMS

I can effectively lead teams with clarity, purpose, and care.



BUILD NETWORKS

I can initiate relationships with diverse individuals and networks for a purpose, and sustain relationships with authenticity and care.



SUSTAIN WELLNESS

I can support my own physical, emotional, and social health in order to live a healthy and productive life.



ENGAGE AS A CITIZEN

I can participate in my community, build my civic knowledge, and take action to improve my community.



COMPETENCY

LEARNING INDEPENDENTLY

SKILL

Set goals and make plans

SKILL

Monitor progress and adjust

LEVEL 1

With guidance, I can stop to check in with myself and see how I'm doing.

With guidance, I can make one change that will help me reach my goal.

LEVEL 2

With prompting or support, I can stop to ask myself how I'm doing. *Am I stuck? Do I need anything? Am I closer to my goal?*

With guidance, I can choose and make a helpful change.

LEVEL 3

I can pause to **reflect on my learning process and progress toward my goal.**

I can choose and make a helpful change.

If/when I get stuck, I can ask for help in a positive way.

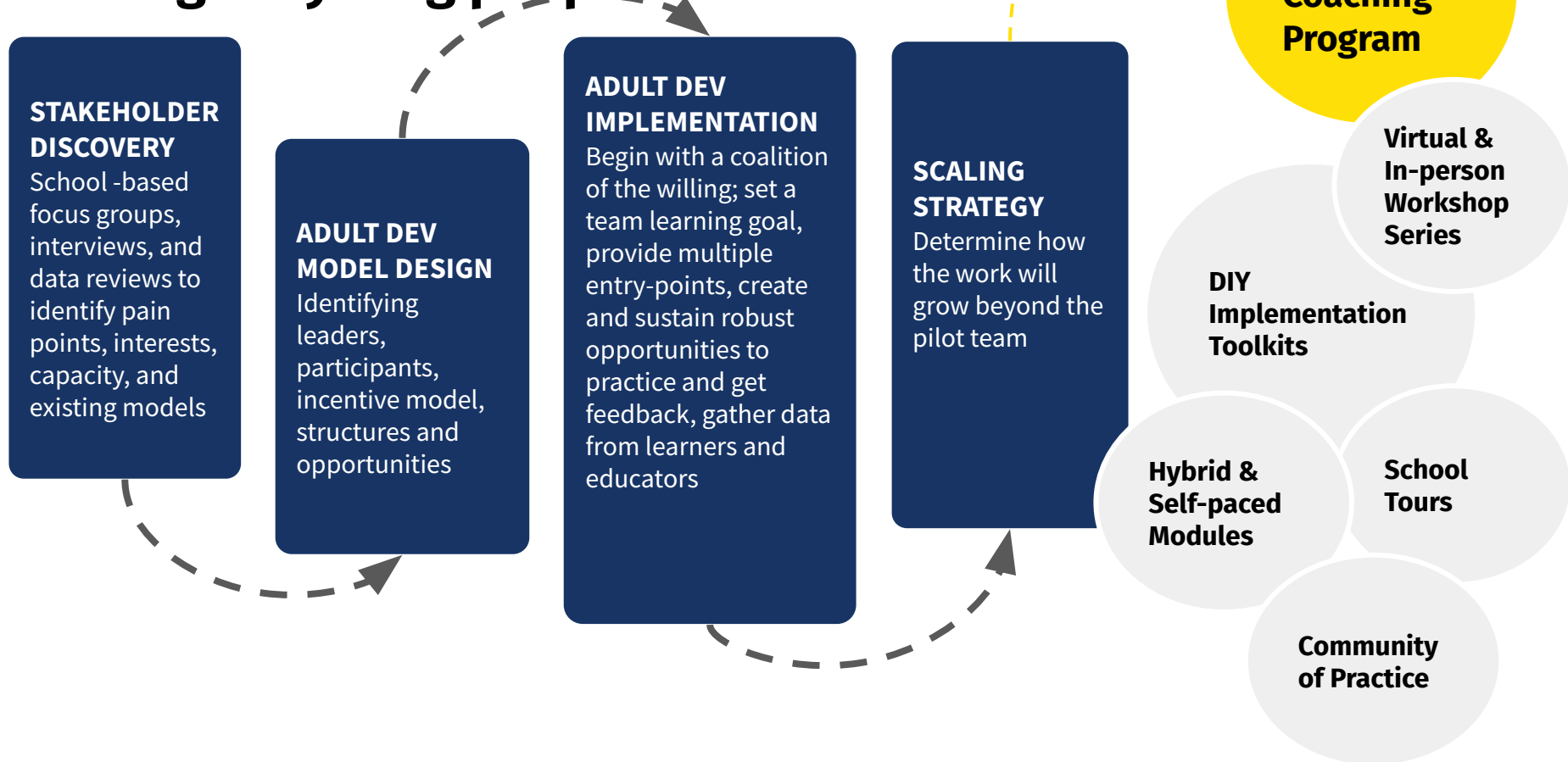
SKILL CONTINUUM → EARLY LEARNING (LEVEL 1) TO PRE-PROFESSIONAL (LEVEL 6)



PART 3

How have adult development strategies made an impact?

STRATEGIC ADULT DEV: Supporting deeper learning for young people and adults



Spotlight: Intensive Coaching Program

KEY INPUTS

Multi-year change leadership journey.

Adult development in a **culture of care and learning** as key to shifting the student experience.

Meaningful learner skill development in a **culture of care and learning** to cultivate efficacy and engagement.

KEY PRACTICES

Craft and Frame Learning Goals
Competency-aligned Learning Goals
Formative & Summative Assessment Design

Build a Culture of Care and Learning
Agency: choice and voice
Self-Regulated Learning
Scaffolding

Facilitate Meaningful Practice
Explicit skill and strategy instruction
Expanded Talk/Discourse
Student-Led Inquiry
Feedback & Conferencing
Responsive supports

KEY METRICS

Teacher practice shifts

Teacher paradigm shifts

Learner growth

Learner experience
Agency
Engagement
Belonging

Learner paradigms
Efficacy
Mastery orientation

Spotlight: Competency Fellows Program

KEY INPUTS

Two-year, cohort-based leadership development journey.

Experiential learning: program designs and practices model a competency-based, flexible hybrid learning approach.

Focus on building capacity around “core” implementation tools and methods that are adaptable.

LEARNING ARC

Learning Outcomes

How do competencies & standards work together?

Culture

How do we cultivate a culture that supports personalized, competency-based learning?

Design

How do we design assessments and learning experiences that create equitable pathways for every learner to grow and achieve learning outcomes?

Pedagogy

What are the essential practices to support competency-based learning?

Systems Design & Change leadership

How can I strategically lead systems-level transformation in my context?

KEY METRICS

Portfolio of evidence

Paradigm & practice shifts

Learner experience

System change indicators (over time)

Replicability of program

Explicit Skill Instruction: Reading Critically

Section 1 of 2

Book Club #2 Self-reflection

Please complete this self-reflection as part of your credit for participation today.

Section 2 of 2

Self-assessment questions

This section is based on the rubric indicators. Please assess your ability to do the following by choosing which description matches your performance today.

Evaluate context, point of view, and purpose: What specific details from the chapter reading(s) were you able to connect to the historical or contemporary context? *

What reading strategies did you use to help you draw on textual evidence as well as personal experience or historical or contemporary issues. Check all that apply, *

Analyzing purpose is an overarching skill that requires we look at part to whole.

I can analyze the relationship between the source and the historical or contemporary context in which it was created.

Identify the reading skill to understand how we choose details we include in our analyses.

☐ When reading, I can use strategies (e.g., questioning, inferring, connecting) to make meaning of the story/source.

Explicit Skill Instruction: Reading Critically

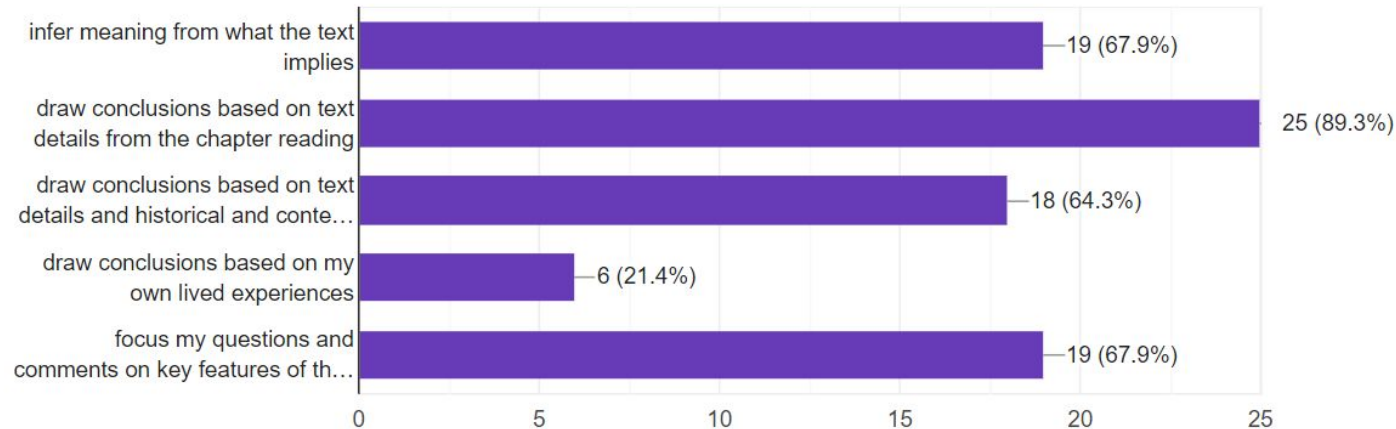
Impact on Student Learning

Teacher Feedback & Reader Moves

What reading strategies did you use to help you draw on textual evidence as well as personal experience or historical or contemporary issues. Check all that apply,



28 responses



Algebra Prep Lab: Semester 2 Competency Rating and Reflection

Reasoning Quantitatively - Modeling and Representing Mathematical Information

Level 2	Level 3	Level 4	Level 5
I can record what I see, and use and share pictures to explain my observations.	With guidance, I can identify important quantities in a situation and represent these relationships using such tools as diagrams, tables, graphs, flow charts, and formulas. I can explain how I have organized the data and what it shows.	I can accurately organize and display quantities using correctly titled and labeled tables, charts, or graphical displays. I can explain my approach and rationale for how I have organized the information as well as what it shows. I can identify and describe important patterns observed in data.	I can accurately organize and display an original data set using tables, charts, and/or graphs in print and electronic form, in order to represent either linear or nonlinear relationships. I can use descriptive vocabulary and appropriate analytical tools (e.g. best-fit functions, measures of central tendency) to discuss and analyze mathematical patterns.

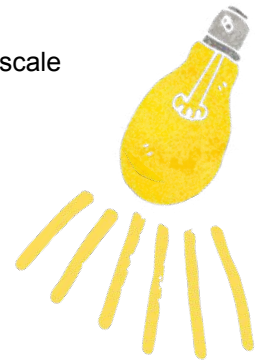
How can we assess students using the competencies in an Algebra prep lab?

<p>Strengths and Struggles in this Competency</p> <p>What areas did you excel in? What areas did you struggle with?</p>	<p>I would say that I struggled with all of the vocabulary when it comes to math. Most of the time I often forget what some of the words mean and it throws me off. Something that I would say that I excelled in was being able to define what I mean when it comes to proving what my original data needs.</p>
<p>My level is...</p>	<p> <input type="checkbox"/> Level 2 <input type="checkbox"/> Level 3 <input checked="" type="checkbox"/> Level 4 </p>

Results

Teacher

n = 35
4 or 5 on likert scale



88%

Improves clarity of the learning process for students.

96%

Requires students to **do more higher order thinking** work.

91%

Creates an environment where students and teachers naturally **build relationships** through **conferencing** and **feedback**.

96%

Contributes to the development of a growth mindset, as students can see **visible evidence of their learning** and reflect on their progress.



Teacher

Effectives

100%

Provides a structure for students to **self-assess, reflect, and set learning goals** that are **personalized and relevant**.

94%

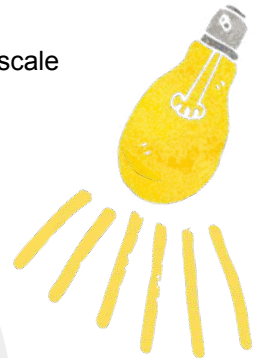
Provides opportunities for students to **share their voice and experiences**, make **meaningful choices** about their learning, and **take more responsibility** for and ownership of their learning.

88%

Provides a more **equitable approach to grading** that is less subjective and results in students accurately articulating where they are and what they could do to improve.

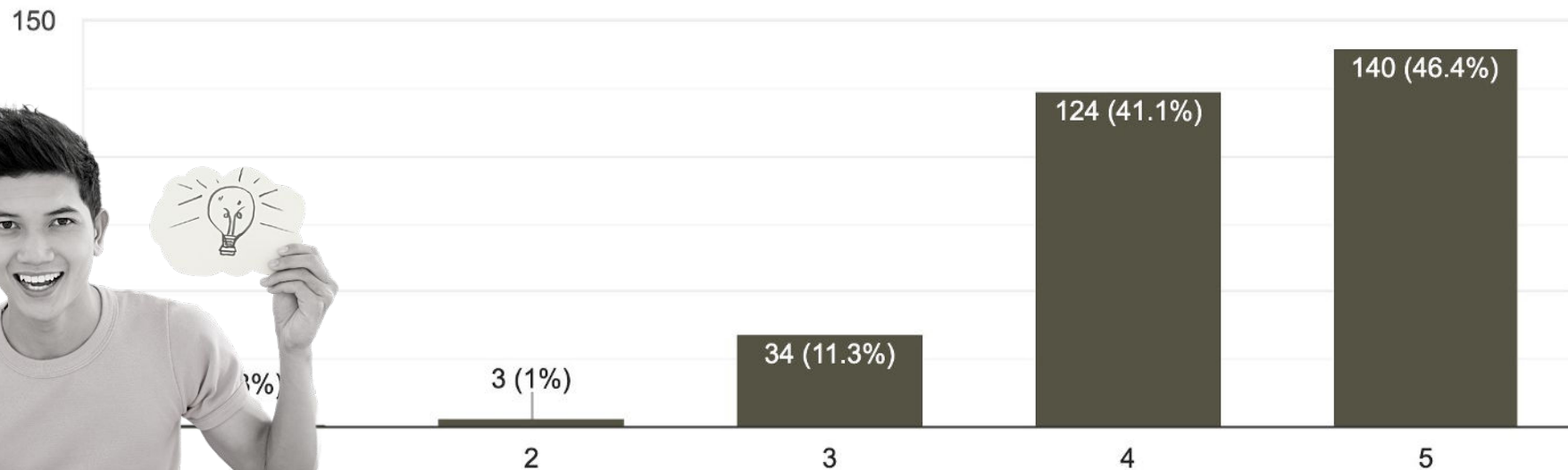
n = 35

4 or 5 on likert scale



I know I have the ability to learn new things and improve my skills.

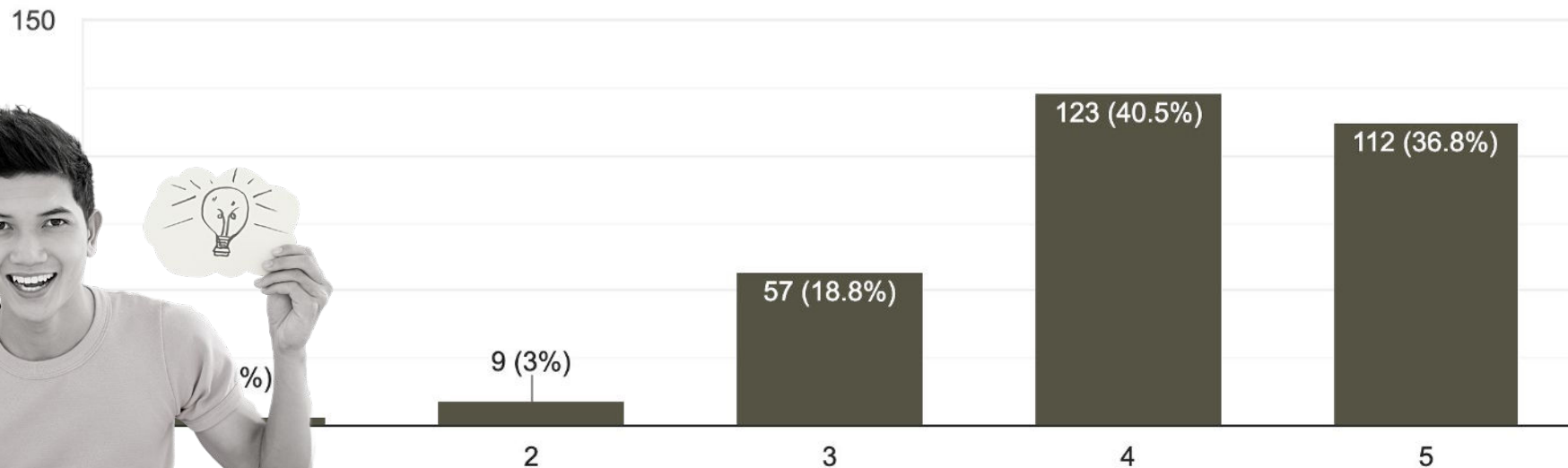
302 responses



Student voices

On assignments I know why I got the grade that I got and what I can do to improve.

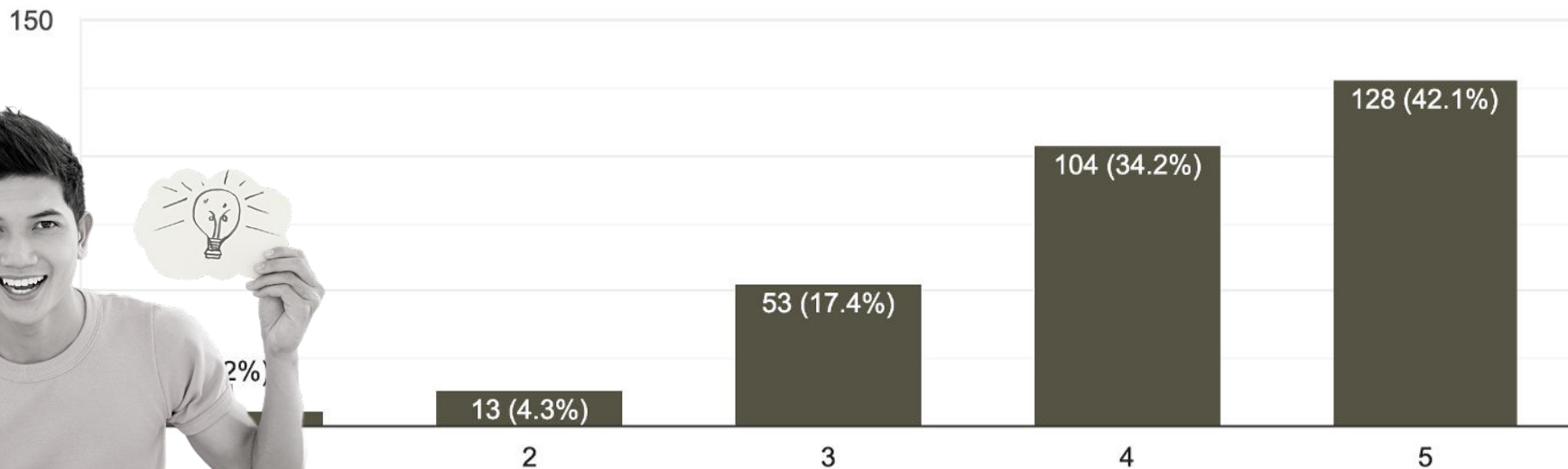
304 responses



Student voices

My teacher explains things clearly and provides the right amount of support to help me improve.

304 responses



Student voices

#culture

Before CBL, the classroom culture felt more sterile and focused solely on academics and **now the culture is more warm and focused on the student as a whole.**

Before CBL, I use to do do most of the talking when helping students identify area of needs but **now I see students advocating for themselves and being an instrumental part of the learning process.**

Student voices

In this class I feel like **I'm not alone if I don't understand something** but sometimes in other classes I feel that I'm the only one who doesn't understand.

In different classes I feel like I can't be myself and in this class I can, which helps me learn better I feel.

In another class, I struggle with talking to my teacher and understanding the material but in this class **I can talk to my teacher and understand everything.**

In another class I felt like my teacher didn't understand what I needed help with and how to help me but in this class **my teacher asked me what I needed and listened to me** when I said I needed help.

#engagement

Before CBL, students were stagnant, unmotivated, and compliant and now **I see students with confidence, engaged, and being world changers.**

Before CBL, students were more often required to be lectured, write notes, and have very little input in their education. Now **students are active participants**, possibly even builders of their own learning experiences.

Before CBL, students would say I don't feel comfortable asking for help and **now I see students engaging with teachers and self advocating for them.**



#efficacy

Before...students were less comfortable with reflection and focus on individual growth (they were focused on their numerical grade). Now **they say that they can see improvement** and that makes them **feel good about their learning**.

Before...students would be unsure of what was required of them ...what would be assessed...[or where they] were in the growth continuum. Now students are able to see quite clearly where their learning places them on the continuum and how that will affect their grades in class.

Before...students would say it's too hard...**now they say wow I finally get it**. They still say it's hard sometimes but it's different. They say it's hard until I explain it and help them, **then they move forward**.

Before...students would fall through the cracks which would create gaps in their learning. **Now I see them working to fill those gaps** for a better understanding of what they are learning.

Student voices

In this class I feel **more independent** in other classes I feel like I'm more supervised over.

In another class, I feel overwhelmed but in this class, **I feel challenged but in a good way**.

In another class I feel rushed to do some assignments but in Math I feel like **I have plenty of time to complete something and making sure it's right**.

Teacher paradigm

ms

“Before CBL I used to think there was one certain way of teaching - **now I think that there are more ways to assess learning and help students be successful.** Before CBL learning I struggled with knowing exactly what kids needed to learn and how to help them and **now I know exactly where they are and what they need to be working on.**”

“Before CBL, I used to think grades were the way to report student learning but now I realize there is so much more that goes in to learning and who a student is than just the grade on assessments. **I see how grades drive so much of how a student feels** about who they are as a student/their intelligence, when in reality there is much more than should go in to their feelings about their abilities. **I have shifted my conversations with students around growth** and try to limit their conversations about the actual number grade.”

“Before CBL, **I used to think the SLO process was a waste of time** and did not really reflect student growth. Now after using a competency rubric as the baseline and post-test data, **I can focus more on individual student growth and learning and the data is more usable.**”



“Before CBL, I used to assume my students knew what it looked like to be independent learners and how to use their data in class to drive their decisions, but **now I realize that students need teaching and explicit explanations of what it looks like to do those things.**

They need time to reflect on data and be shown how to productively use the data to make better decisions. We can't assume as teachers that they already have all of the necessary skills.”

Teacher practice shifts

Before CBL, I used to prepare one-size fits all activities, but now I prepare many activities for my students on a skill

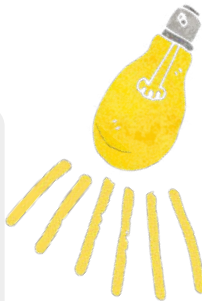
[Before, I used to] struggle creating rubrics now I don't. [Before, I used to] struggle with grading and now it's more clear cut. [Before] **I used to teach skills now I teach explicit skills so that the students know exactly what they need.**

Before CBL I was not as intentional in getting students to **think through a process, choice based on needs and reflect.**

Before implementing personalized learning, I **did not always meet my students where they were at.** We focused on our fourth grade goals, and not on filling gaps that would be necessary for students to reach their full potential.

I was much more focused on how students would do on the end of year test, instead of their progress throughout. I did not know my students as well. I could not look at each child and tell you EXACTLY what he or she needed to work on in order to be successful.

Before CBL, I did not do pretests. **The use of these pretests has helped me tailor my instruction to be relevant to the needs of my students** - skipping material they already know, going back and reteaching material that students are not progressing on.



Case Studies



River Bluff High School

Competency Implementation
Journey 2020-2021

Saluda Trail Middle School

Competency Implementation
Journey 2020-2021

About the coaches.

n = 30
4 or 5 on likert scale

96%

- ★ My coach challenges my thinking and has high expectations for our work in education.
- ★ My coach possesses a varied toolbox of practices (tools, strategies, resources) that support the individual needs of educators.
- ★ The work with my coach helps me grow as an educator.
- ★ My coach shares resources and tools that are practical, relevant, and applicable/transferable to multiple contexts.

“This is what I like about reDesign. I feel like **you actually understand and you care about me as a person** and know **how hard this work is.**”



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